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ABSTRACT

Designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of essays, this collection of materials, lessons, and activities deals with some of the most frequently taught expository essays in New York City ninth-grade classrooms. The document begins with a general introduction to teaching the essay, including suggestions for teaching the genre to ninth-grade students. A resource unit on teaching the essay follows, providing information on the nature of essays, as well as the following: (1) ninth-grade performance objectives; (2) research/enrichment activities; and (3) approaches. Ten interconnected sample lessons, each aimed at teaching a different aspect of essays, comprise the main part of the guide. Also included are appendixes containing important vocabulary, a discussion of the thematic organization of essays, and a bibliography with 11 citations. (SKC)

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Integrating The Communication Arts

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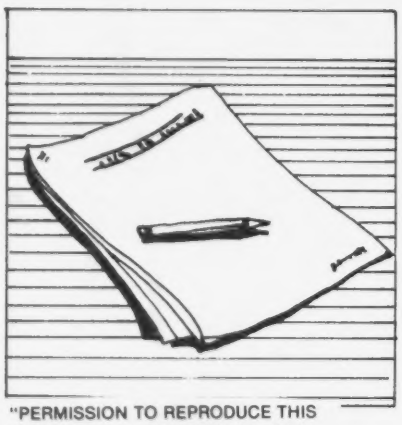

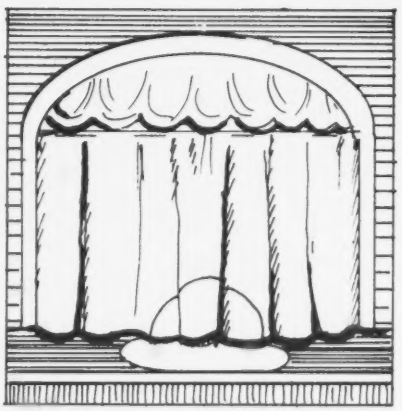

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Essay

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Teaching Literature Grade 9

Integrating
The Communication Arts

Essay

CS211010

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FOREWORD

The materials, lessons, and activities included in the curriculum units which comprise Teaching Literature Grade 9: Integrating the Communication Arts are designed to demonstrate a variety of ways in which listening, speaking, reading, and writing activities can be built around the study of the works of literature (fiction and nonfiction).

To separate the teaching of literature from the teaching of writing skills or effective speaking and listening skills is to fragment English classes. Only by planning lessons which blend all the communication arts can we hope to develop within students a view of English as a unified whole. The works selected for inclusion in the units are those most frequently used in ninth grade classes, based upon a survey of more than sixty schools.

Each unit begins with a general introduction to the teaching of a particular genre, followed by specific suggestions for teaching that genre to ninth grade students. Resource guides have been included to assist teachers in developing their own approaches to teach both the genre and the specific work exemplified in the unit.

The sample set of lesson plans represents one approach to teaching the work(s). No teacher will use all the lessons provided. They should be seen as representing a variety of possible lessons to teach the particular work.

We hope that the material included in these units will assist the teacher in using literature to integrate listening, speaking, reading, and writing activities.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and
Instruction

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GENERAL INTRODUCTION

"No poet in English has bequeathed more of his lines than Pope to the common vocabulary of the English-speaking world except only Shakespeare."[1] It is appropriate therefore to begin a unit on essays with two of Pope's lines from "Essay on Criticism":

"For fools rush in where angels fear to tread."
and
"The proper study of mankind is man..."

What better way to gain knowledge of ourselves and our society than by studying the genre by which authors share what they think about and feel about an experience, an event, an idea.

The essay is a direct voice eschewing the masks of fictive persona, relying less on immersion in the image world and more on the principles of (direct) dialogue or confrontation. It is important as an adjunct to the social sciences, because anthropology and sociology comment on patterns of culture from outside that culture whereas the essayist expresses a personal view or perspective from within the culture.

The essay was originated by the French writer Montaigne who called his prose pieces "esais" from the French word meaning an attempt, an endeavor, a beginning. Writing the essay is seeding a cloud, setting up an irritant which must be addressed. Like a Shakespearean "aside," it is a need for an individual to step outside the action and comment on the flow of dialogue in which he is engaged. Nothing is too trivial, too serious, too common, too momentous to engage the interest of the essayist.

Most important, the essay, which is the reflective, personal expression of an individual point of view, is totally consonant with the ninth year focus/theme: Understanding Oneself and Others.

Sean O'Flannery said of writing, "I don't know what I am thinking until I write it." Whether the essayist begins with serious intent or writes to requite the need for self-expression, the purpose is to delight the readers and stimulate thought.

Ninth year students caught in the flux of adolescence can benefit from others' ideas and ruminations as well as from the opportunities to discover a natural outlet for their feelings, ideas, and conflicts in the form of an essay.

1 Bernard D.N. Grebanier, Essentials of English Literature (New York: Barron's Educational Series, Inc. 1959), p. 298.

Students who have been raised on pabulum and TV are familiar with talk shows. They can readily relate to the concept of sharing views almost as a conversation with a leading sports figure, a McEnroe; a President, a Reagan; a movie star, a Jane Fonda; a newscaster, a Walter Cronkite. What they have been listening to is intended to be a modern essay. The missing component so often is the invitation to think, to participate, to respond; it is that involvement which is so vitally important in experiencing the essay.

This then is the challenge to the teacher: to guide students through an engagement with the essay so that they can put things together for themselves and be their own discoverers as they engage in active dialogue with the writer.

RESOURCE UNIT:

The Essay

What Is An Essay?

Because of the wide application of the term, no satisfactory all-inclusive definition of an essay can be offered; however,there are certain characteristics intrinsic to the essay.

They are as follows:

. it is a prose treatment
. its brevity demands power of attention for a single setting
. it is an incomplete treatment of the subject, a tentative consideration, an experimental expression and development of an idea rather than an exhaustive study
. it is noted for its distinctive style. Ease, familiarity, mastery, charm, and naturalness mark its literary form.
. whether strictly structured or rambling and circuitous, it must possess unity, organization, coherence
. it is distinguished by a superior literary style

A working definition:

> "The essay is a short piece of prose, seldom larger than five or six thousand words, usually devoted to the expression and development of an idea, sometimes formal, (sometimes informal), sometimes abstract, sometimes factual, and at its best distinguished by superior literary style."[2]

The essay is essentially nonfiction. The essay as nonfiction confronts ways of thinking about being, about relations in the world (idealogy); and about ways of knowing/perceiving (epistemology).

The need for ninth grade students to deal with nonfiction is manifestly clear. The essay, whether as critique or assertion, reflective or affective, addresses this need because its primary focus is on communication and thought processes.

> **An inordinate proportion of students' limited experience with literature is devoted to fiction. A broader understanding of the challenges of modern society within its technological, nuclear context can be assisted through the examination and analysis of the voices spoken through the essays of Ralph W. Emerson, Jonathan Swift, James Baldwin, Jonathan Schell, G. B. Shaw, Helen Keller, Bruno Bettelheim and so many others.**

All essays are either formal or informal. This is determined by the tone or attitude of the writer. Informal essays, characterized by such writers as Robert Benchley, Charles Lamb and Henry David Thoreau, are entertaining, graceful, personal, individual, confidential, fresh, charming, casual, unconventional, rambling, free and generally offer no closure but merely a tentative treatment of the topic. They seem to engage the reader in conversation.

2 Robert U. Jameson, Essays Old and New (New York: Harcourt Brace Jovanovich, 1957), p. xv.

Formal essays, as exemplified by those of Walter Lippman, Norman Cousins, and Francis Bacon, are serious, dignified, logical, carefully structured and are intended to instruct, to inform, or to persuade.

Essays may also be grouped as descriptive, narrative or expository; the same essay may be all three at once:

- descriptive essay - Anais Nin "Morocco"
- character essay - W. A. White "Mary White"
- critical essays - Mark Twain "Fenimore Cooper's Literary Offenses"
  Jonathan Swift "A Modest Proposal"
- reflective essays - R. W. Emerson "Self-Reliance"
  H. D. Thoreau "Where I Lived and What I Lived For"
- narrative essays - Heywood Broun "The Fifty-first Dragon"
  Charles Lamb "A Dissertation Upon Roast Pig"
- expository essays - Walter Lippman "The Rivalry of Nations"
  Norman Cousins "The First Citizens of the Atomic Age"

Performance Objectives

As an outcome of the study of essays, students will be able to:

. develop a dialogue with the writer on the level of ideas .

. listen to the voice of others and construct bridges of understanding across the differences in concept and process.

. clarify their own identities and the society in which they live through the need to respond to the challenges of the commonalities and differences they will encounter.

. identify essays of various types as nonfiction literature.

. understand cultures different from their own.

. gain insight into adolescent behavior to help understand themselves.

. improve aesthetic sensibilities and understandings of techniques by which an author expresses a point of view.

. analyze the nature of the individual: interrelationships, aspirations, place in the community.

- examine the multidisciplinary nature of the essay through crossing discrete discipline lines, particularly social studies, English, art, language, and science.

- recognize essays as prose writing, different from poetry albeit utilizing poetic devices and figurative language.

- distinguish different purposes/intents of authors, resulting in varying points of view as well as in their ability to gather data to support point of view.

- analyze the means by which an author uses tone/diction to achieve particular effects.

- identify four significant kinds of essays: descriptive, narrative, expository, persuasive.

- use essays read in class as models, in order to write original essays in response to readings and personal experiences.

- augment vocabulary and develop facility of self-expression including writing/thinking skills as indicated in WEDGE[3] and writing lessons in the manual, Teaching Literature, Grade 9: Integrating the Communication Arts,: The Novel.[4]

- improve listening skills.

- establish theses and supporting ideas with logical, substantive data.

Research/Enrichment Activities

The following suggestions are recommended as possible enrichment activities. Choices should be based upon the teacher's evaluation of the students' abilities, interests, and needs. They derive from the lessons subsumed in this unit. Teachers are urged to draw upon their personal interests, talents, and special knowledges in these activities. The enthusiasm that is engendered by an actively participating teacher is the catalyst that often "fires a lesson to success."

3 Division of Curriculum and Instruction, WEDGE (New York: Board of Education of the City of New York, 1981)

4 Division of Curriculum and Instruction, Teaching Literature, Grade 9: Integrating the Communication Arts: The Novel (New York: Board of Education of the City of New York, 1984)

Essay writing on any grade level is an excellent opportunity to introduce and extend research and library skills. The ninth grade student can be introduced to critical thinking skills by means of the following experiences:

. locating information
. evaluating that information
. organizing and presenting that information to support a thesis statement both orally and in writing

Such activities provide a bedrock for more sophisticated research papers, for standard footnoting, and for a compiled bibliography. It is never too early to unfold the treasures of the library. Mini-update research papers can provide the motivating energy.

Suggestions for Written Response:

- How does the author's use of diction/tone achieve particular effects?
- Compare an essayist's treatment of subject matter with a novelist's treatment of a similar subject.
- Analyze the treatment of a controversial issue as presented in two magazines.
- Identify the elements of satire in an essay. Compare/contrast the impact of written satire with that found in illustrated (cartoons) satire. (Example: "A Modest Proposal" by Jonathan Swift and "Boss Tweed" cartoons by Thomas Nast.)
- Choose an American essayist of the 19th century. Through research, identify those aspects of his/her society and culture that influenced the writer. Explore as well the impact this writer had upon the ideas of his/her contemporaries.
- "Take a Stand" on a current issue. Write an essay for the Op. Ed. page of the New York Times or your school newspaper.
- Students who evidence an interest in art or photography may opt to compose a photo-essay on a particular area of concern. This activity could relate to content under consideration in social studies, health or science classes.

. Students are asked to review a kind of music which they don't particularly like. The object is to promote a more reseasoned response to matters of taste. New Wave, Punk, Rock, and Disco, for example, promote an intense emotional response. By reviewing the music in a more objective, intellectual way, the student learns to analyze and express critical reactions in a logical and consistent manner. This exercise will work equally well with art, poetry, dance, theatre or any popular art forms.

. A debate or panel discussion is organized around the issue(s) raised by the essay. One panel, for instance, could focus on the ideas developed through the American experience in Beirut. Students might be assigned additional research projects designed to support or refute arguments presented in the essays read.[5]

[5]Young, Dennis. "Essay: General Introduction," unpublished manuscript, 1983.

Approaches

A unit on the essay can be organized in several ways:

Literary

This is a survey approach, the advantage of which is an appreciation of the development of thought, style, and use of language which reflect the societies in which the writers lived. The teacher chooses essays in a chronological framework, selecting from each major literary period one or several examples which reflect the time in which they were written. Examples of such periods might include: Augustan Age, Victorian, Modern. Additionally, this approach allows students to recognize the establishment of tradition which continues into our own time.

Famous Essayists

The objective of this kind of organization is to focus on the best writing within the genre. The essay becomes a writing model for the students in that they are reading the writing of masters of this literary form. The teacher choosing this method might, for instance, include the writings of Dr. Johnson, Addison and Steele, Thoreau, Emerson, Aldous Huxley, E. B. White.

Crucial Moments in History

The advantage of this approach is that it can be linked with the ninth grade Global Studies curriculum and may provide a basis for interdisciplinary learning. Essays can be grouped to reflect writers' responses to a variety of world events. The teacher is advised to consult the Global Studies curriculum bulletins to identify appropriate historical periods and essayists that are connected with those periods.

Social Commentary/Propaganda

This approach gives students a perspective on a particular society, either their own or one from the past. An additional advantage is that it prepares students to analyze the uses of rhetoric and to apply critical thinking skills in evaluating and responding to the ideas and statements presented. An illustration of this viewpiont would be to explore the period of the Vietnam War and to compare essays written pro and con American involvement.

Self-Knowledge

This approach has the advantage of having the greatest immediate relevance and is, by its nature, the most accessible. The teacher assembles a collection of very personal and expressive essays; numerous collections exist which treat the adolescent experience.

Thematic Controversial

The object is to link the variety of approaches outlined above by selecting works of famous essayists, written at critical moments in history, that sparked social activism and led to self-knowledge and an enlightened readership. One possible theme would be "revolution." The teacher should collect writings of individuals commenting on or attempting to initiate radical change. Choices might include: the writers of the American Revolution, the French Revolution, the Russian Revolution, and the Industrial Revolution.[6]

The following assignment is suggested as an extended assignment for which the teacher should prepare a list of projected checkpoints along the way.

In addition, the lessons on the writing process which are subsumed in the manual Teaching Literature Grade 9: Integrating the Communication Arts: The Novel, New York City Board of Education, 1984, pp. 38-42, are appropriate for use at any point in the unit. Opportunities for writing several drafts, revising, sharing writing with others, and participating in editing/proofreading groups should be provided.

Extended Assignment

- Write in your log DAILY for three to four minutes, commenting on whatever events/ideas are important to you at the time.

- "Eavesdrop" at least once a day. Record at least one or two statements that seem significant to you.

- After a period of at least fourteen days, reread your notes carefully. Ask yourself:

  Is there one subject of concern that recurred, that was dominant? Are my ideas like an echo of ideas I heard around me?

  When you identify this central concern, this main focus, write an essay using this idea as a launching pad. Allow your idea to grow and develop as you pursue it.

- Consider these tasks:

  . What is your subject and have you gathered your material in relation to this specific purpose?

  . What is your personal point of view toward your subject?

  . Have you found an appropriate method for communicating your material?

  . Can your subject be presented best as a narrative, critical, expository, or descriptive essay?

[6] Ibid.

. Have you identified the audience of your essay?
. Have you chosen the best language to say what you want to say?

- When you are satisfied with your essay, when you have written a rough draft, revised it, and rewritten it, then submit it to your school newspaper with the suggestion that it be printed under the caption: "Concerns of a High School Student."

. The specific concepts, skills, and activities which inform this assignment are addressed specifically in the areas of "Communication" in A Scope and Sequence, Grades 9-12, (New York: New York City Public Schools Division of High Schools, 1983).

SAMPLE LESSONS

Lesson 1

CONCEPT A thesis statement expresses the essential idea of an essay.

AIM What hypothesis does Helen Keller express in the introduction to her essay "Three Days to See"?

PERFORMANCE OBJECTIVES Students will be able to:

. identify the hypothesis stated by Helen Keller through an analysis of the introduction to the essay "Three Days to See."

MATERIALS

Student textbooks.

MOTIVATION

- How many of you walked more than one block to come to school today? What did you do before you crossed from one side of the street to another? (Stopped briefly, then looked right and left)

- Why? (Check to see whether cars are coming--is it safe to cross? One glance is enough to tell you whether you are in danger.)

. Select one student volunteer, and blindfold.

- Walk to the back of the room, there are no cars; there is no danger.

- How do you feel? (nervous, frightened)

DEVELOPMENT

- Have you thought about how important seeing is to you? (not lately)

- Today we shall share the thoughts and feelings of someone who lived without sound and sight from the time she was nineteen months old. Listen to what is important to her as we begin her essay, "Three Days to See."

. Write on chalkboard:

Title: "Three Days to See"
Author: Helen Keller
Type: Essay

. Tell students to open their textbooks to "Three Days to See."

. Read aloud paragraphs one and two.

- What is the purpose of these paragraphs? (Introduction: attention-getter, relate to reader through questions)

. Previously selected students read paragraphs three, four, and five aloud. (They've already had a chance to review and read the selection.)

- Highlight keynote sentences of each paragraph and place on chalkboard.

(Paragraph three: "Sometimes I have thought it would be an excellent rule to live each day as if we should die tomorrow."

Paragraph four: "It has often been noted that those who live, or have lived, in the shadow of death bring a mellow sweetness to everything they do."

Paragraph five: "Most of us, however, take life for granted.")

- Which of these three quotations do you believe Helen Keller is going to develop? (Paragraph five, see above)

- Let us call this her keynote sentence or her hypothesis sentence.

- What is her plan for the remainder of the essay? (Prove her hypothesis. Convince us! Persuade us!)

. Distribute Worksheet 1.

- We shall learn what Helen Keller valued most from reading her essay. Let us first consider: What do we value most?

. Students complete Worksheet 1.

SUMMARY

- This list and the sentences you completed may have many implications for you now and particularly for you in relation to your future choices of career, mate, etc.

. Students discuss results.

ASSIGNMENT

- Finish reading Helen Keller's essay. Write two well-organized paragraphs in response to the following questions:

What does Helen Keller value most?
How does this compare with what you discovered that you value most?

Worksheet 1

1. Place a dollar sign next to any item on your list which costs money.

2. Place the letter A beside those things that you do alone, the letter P next to those activities you do with other people.

3. Place the number 1 through 5 next to the five most important items.

4. Write the number 5 circled next to those items which you think will not appear on your list five years from now.

5. Put an R in front of any item which involves some risk: physical, intellectual, or emotional risk.

6. Place an F next to those items which would also be on your father's list and an M next to those that would be on your mother's list.

7. Put the letter J next to those things you hope will be closely related to your job.

To really clarify this self-examinaton you might look at your list as something which tells you a great deal about YOU at this particular time, as something that can help you learn about yourself.

To help you do this, complete one or more of these sentences:

I noticed that I _____

_____

_____

I was surprised that I _____

_____

_____

I was disappointed that I _____

_____

_____

THIS LIST AND THE SENTENCES YOU COMPLETED MAY HAVE MANY IMPLICATIONS FOR YOU NOW AND PARTICULARLY FOR YOU IN RELATION TO THE CAREER CHOICES YOU MAKE IN THE FUTURE.

COMMENTS: _____

_____

_____

Lesson 2

AIM How does Helen Keller support her hypothesis? Does she persuade us to agree?

PERFORMANCE OBJECTIVES Students will be able to:

. analyze the structure, imagery, and organization of the essay.
. recognize the means by which Helen Keller supports the hypothesis she established in the introduction of her essay, "Three Days to See."

MOTIVATION

- What did Helen Keller value most in life?

. Write on chalkboard: (Helen Keller's values: all her senses, living life to the fullest)

- How does this compare with what you discovered about your own values?

. Students read aloud from homework assignment of previous day.

DEVELOPMENT

. Ask students to come to the chalkboard to complete chart:

V A L U E S	
Helen Keller	Ours

- Why did Helen Keller write this work? (To express her strong feelings about her beliefs; to convince us to believe something that was important to her)

- Why was the message almost a warning?

. Refer to last paragraph of essay.

("Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contrast which Nature provides. But above all, I am sure that sight must be the most delightful.")

- Are we convinced?

- How did she convince us?

. Write on chalkboard: Proof

. Elicit examples of proof. (Details: support statement in the ancecdote about friend who walked in the woods and said she had observed, "Nothing in particular.")

- How does Helen Keller <u>force</u> us to respond to this major hypothesis?

. Write on board: Pivotal Question

. Elicit question from essay. ("What would <u>you</u> most want your gaze to rest upon if you had three precious days to see?")

- How does Helen Keller lead us through the remainder of the essay?

. Write on chalkboard:

Organization/Structure:
Three Days: three parts
people
nature/art
New York City
adds up to conclusion: Summary statement

- When we consider Helen Keller's handicap, what is the miracle of this piece of writing? (She makes us feel, see, smell, touch: use <u>all</u> our senses.)

- How does she do this? (use of imagery)

. Review definition of imagery:

. Write on chalkboard:

Imagery is figurative description; it is the art of forming images through the use of figurative language; to represent things, actions, or ideas through the use of vivid, concise language so that we may picture them in the mind's eye.

. Students place on chalkboard examples of imagery found in text.
(metaphor: "lacy structure of steel," "window of the soul," "kaleidoscope of ages," "many-horned dilemmas"
simile: "such as the gods would build"
alliteration: "stolid snorting tugs"
onomatopoeia: "busy boats chug and scurry")

SUMMARY

- This piece of writing is an informal, reflective essay. How is it the same as, different from the poem, the novel, the short story?

. Elicit and write on chalkboard:

It is reflective
prose
personal
emotional
has feeling
has ideas
nonfiction
has fine literary style

ASSIGNMENT

- Write a four paragraph response to: "Three Days to _____."
Select one: live, see, hear, touch, smell, travel

Lesson 3

AIM How does the poem "Miracles" by Walt Whitman support the theme expressed by Helen Keller's essay and those themes written by students?

PERFORMANCE OBJECTIVES Students will be able to:

. determine the definition of the word miracle as interpreted by Walt Whitman in the poem "Miracles."
. relate the definition to the theme of Helen Keller's essay and those of students.

MATERIALS

. Duplicate copies of Worksheet 2.

MOTIVATION

- Can you describe a miracle? (Students respond with specific incidents.)

- What do these miracles have in common? (supernatural, magic, out of the ordinary)

- Here is a poem called "Miracles" by an American poet who lived in Long Island, New York during the mid-nineteenth century. He is called the father of American poetry.

. Distribute and read the poem "Miracles."

- Chart a comparison between Walt Whitman's poem and Helen Keller's essay. Organize into categories or groups: style, ideas, imagery.

(Ideas: all life is a miracle; the everyday occurrences, objects that people usually take for granted are miracles.

Style: both are personal, reflective

Imagery: appeal to senses; cite examples
see: "dart my sight," "watch honey bees," "every hour of light and dark," etc.
touch: "wade with naked feet"
hear: "bees busy around hive"

Rhythm: repetition of words; rocking sensation of last three lines of poem simulates movement of sea)

- Summarize relationship of poem to essay: (The essay by Helen Keller and the poem by Walt Whitman express similar ideas, namely, life itself is a miracle which must not be taken for granted. They both are written in poetic figurative language and imagery.)

- Let us now share our essays "Three Days to _____."

. Form students into groups of five. They read each other's essays. Ask students to make brief comments in response to directed reading questions.

SUMMARY

- Were our writings essays?

- What criteria did we use?

- How do our essays compare with "Three Days to See" and "Miracles"?

ASSIGNMENT

- Read Bruno Bettelheim's essay "Joey: 'A Mechanical Boy.'"
As you read, consider: In what ways is Joey nonhuman?

- Write two paragraphs describing a personal experience in which you felt like an outsider, an alien. Identify your feelings and the impact they had on your behavior.

Worksheet 2

Miracles

"My, who makes much of a miracle?
As to me I know of nothing else but miracles,
Whether I walk the street of Manhattan,
Or dart my sight over the roofs of houses toward the sky,
Or wade with naked feet along the beach just in the edge of the water,
Or stand under the trees in the woods,
Or talk by day with anyone I love,
Or sit at table at dinner with the rest,
Or look at strangers opposite me riding in the car,
Or watch honey-bees busy around the hive of a summer forenoon,
Or animals feeding in the fields,
Or birds, or the wonderfulness of insects in the air,
Or the wonderfulness of the sundown, or of the stars shining so quiet and bright,
Or the exquisite delicate thin curve of the new moon in the spring;
These with the rest, one and all are to me miracles,
The whole referring, yet each distinct and in its place.

To me every hour of the light and dark is a miracle,
Every cubic inch of space is a miracle,
Every square yard of the surface of the earth is spread with the same,
To me, the sea is a continual miracle,
The fishes that swim-the-rocks the motion of the waves-the ships with men in them.
What stranger miracles are there?"

Walt Whitman

"Miracles" by Walt Whitman from *The American Anthology* by Walt Whitman, edited by Robert R. Potter, published 1983 by the Globe Book Co., Inc.

Lesson 4

AIM How does the essay "Joey: 'A Mechanical Boy.'" relate to our modern technological age? How does it relate to Helen Keller's essay "Three Days to See"?

PERFORMANCE OBJECTIVES Students will be able to:

. analyze the traits of Joey as the mechanical boy described in the essay "Joey: 'A Mechanical Boy.'"
. establish an analogy with our technological age.
. compare Joey with Helen Keller as described in her essay "Three Days to See."

MOTIVATION

. Bring mechanical animal or doll to class.

. Operate it so class can observe carefully.

- What are characteristics of this mechanical animal/doll?

. Students list traits on the chalkboard.
(Toy
. it has to be wound up to move, act, talk, cry, etc.
. has no mind of its own
. establishes no personal relationships)

- Compare these traits with a human baby or real animal.

. Students place on chalkboard next to list:

. Humans will act on their own;
. shows emotions in response to outside stimulus
. does not have to be wound up physically; feels fear, love, etc.
. can establish relationships with others.)

- How does Joey compare with mechanical doll/human? (Joey is like a mechanical doll.)

- What details from the essay support your answer?

1. "Joey was a child who had been robbed of his humanity."
2. "Joey was a mechanical boy," "functioned," "remote control," "machine started," "froze himself," "energy source," "insulated", "plugged himself in."

- How did Joey become a mechanical boy? Support your statement with details.

("Completely ignored," transition phrase, mother never knew, made no difference, did not want to see him, left Joey alone, indifferent to Joey)

- When did the change take place? (1-1/2 years)

- Compare Joey's behavior before and after the change took place.

  Support your statement.

  (Before: robust, talkative, involved with machines.)
  (After: frail, talk to self or silent, became machine-like, robot, autistic).

- How does Joey compare with Helen Keller?
  (She has no senses, yet responds to everyone and everything; Joey has shut off his senses to the outside world.)

- What helped Joey break through his wall of isolation?
  (love and concern)

- How did you feel about Joey?
  (compassion, desire to help Joey)

- Did you ever feel like Joey?

. Students share assignments of previous lesson.

SUMMARY

- What is message/keynote?
  ("Feelings are more important than anything under the sun. Feelings are what make for humanity; their absence for a mechanical existance.")

- "Joey: 'A Mechanical Boy'" is an essay.

  List characteristics that support this statement. (prose, brief, personal, written in fine literary style, imagery).

- What additional quality has Bruno Bettelheim added to support his ideas and feelings? (a story)

. Write on chalkboard: This is a narrative personal essay.

ASSIGNMENT

- Select one and respond in writing.

  a. In our technological society with its genetic studies, atom bomb, nuclear plants, computer science, and automation, we can lose sight of the human being and the importance of feelings. Express your support or denial of this statement in a well-written paragraph.

  b. Describe the relationship between Joey and our nuclear, computer age. Be sure to use specific examples to illustrate your ideas.

ENRICHMENT

- Bruno Bettelheim survived the tortures of a Nazi prison camp, saw, and endured some of the worst in cruelty and suffering this century has had to offer.
- Read about his experiences in The Informed Heart.
- Write an essay describing the relationship between his experiences and his life's work in psychiatry.
- Interview a person who survived the concentration camps.
- Discover how this person was affected by this experience.
- Read essay: "There Is No News from Auschwitz" by A.M. Rosenthal.
- Read the autobiography: Anne Frank: The Diary of a Young Girl.

Lesson 5

AIM What is the relationship between feelings and humanity, technology and inhumanity?

PERFORMANCE OBJECTIVES Students will be able to:

. discover the relationship between the poem, "The Unknown Citizen," and the essay, "Joey: 'A Mechanical Boy'" specifically regarding the theme of humanity vs. inhumanity.

MATERIALS

. Duplicate copies of Worksheet 3, "The Unknown Citizen."

MOTIVATION

. Write on the chalkboard:
"Feelings are more important than anything under the sun."

. Assign numbers to students for the period according to row/seat/M or F. Call students by number instead of name.

. Refer to previous day's assignment.

- Do you agree/disagree with the statement on the board?

. Have students volunteer to read paragraphs aloud.

DEVELOPMENT

- What are the implications to us, to the community, to the world?

. Caveat: Do not seek closure. Be certain that students do not feel that they must arrive at a definitive answer.

- Here is a poem written about a human being.

. Distribute copy of poem "The Unknown Citizen."

- Let us examine it in order to discover whether it has some relationship to Joey and to us.

. Read poem to class.

- What is the significance of the statement that the subject has no name, only a number?

. Place on board elicited responses under headings:

Number	Name
- more easily handled by computers	- personality
- information easily obtained	- feelings
- can be charted, content is manageable	- identity
- no emotion	- individuality
- impersonal	
- not human	
- organization is regimented	

- Where do people have numbers? (In prison, in concentration camps, social security members, students in schools with computer organization procedures)

- Locate words, phrases that establish the mood/theme of the poem (man is a machine).

- How do you feel about being called a number? (dehumanized)

- Identify and explain the relationship between Joey and "The Unknown Citizen."

. Have students read aloud paragraphs written for previous day's assignment.

SUMMARY

- Compare Auden's message with that of Bruno Bettelheim: "Feelings are what make for humanity, their absence for a mechanical existence."

- There are many students in our own school who are in special education classes because they have physical or emotional handicaps. What have we learned from Joey and the unknown citizen that might help us in our relationships with them?

ASSIGNMENT

- Read: "Mama Was an Ecologist" by Sam Levenson and "The Fate of the Earth" by Jonathan Schell.

- Both are essays that deal with modern problems. Write <u>two</u> well-written paragraphs describing the <u>mood</u> of each essay. Analyze how each mood is established.

Worksheet 3

The Unknown Citizen
JS/07/M/378
This Marble Monument
Is Erected by the State

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint.
For in everything he did he served the Greater Community.
Except for the war till the day he retired
He worked in the factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues.
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to poetry were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health Card shows he was once in hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Installment Plan
And had everything necessary to the Modern Man,
A gramophone, a radio, a car, and a frigidaire.
Our researchers into public opinion are content
That he held the proper opinions for the time of year.
When there was peace, he was for peace; when there was war, he went.
He was married and added five children to the population,
Which our Eugenists say was the right number for a parent of his generation,
And our teachers report that he never interfered with their education.
Was he free? Was he happy? The question is absurd:
Had anything been wrong, we certainly should have heard.

W. H. Auden

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Lesson 6

AIM How does a writer use tone to support a theme?

PERFORMANCE OBJECTIVES Students will be able to:

. examine denotative and connotative diction.
. understand its function in establishing tone which supports the author's theme.

MATERIALS

. Duplicate copies of Worksheet 4: "Little Rock Arkansas 1957" and "Love Song."

MOTIVATION

. Place on board the words: "Go on, TRY IT!"

. Say words aggressively and ask

  - What did I mean? (defiance, challenge, hostility)

. Now say softly, "Go on, try it."

  - What did that mean? (encouragement, persuasion)
  - How do you recognize the difference? (tone of voice)
  - What do we express through the use of different tones? (feelings, attitudes)

DEVELOPMENT

  - When we write, we do not have our tone of voice to help us convey our message. What must we depend upon? (words, context).

  - For example, look at the word RAT.

. Place on chalkboard: I saw a rat in the field.

  - Meaning? Look it up in the dictionary.
    (label for rodent that resembles a mouse but is larger and has different tooth structure)

. Write on chalkboard: You are a rat because you ratted on me and I shall never forgive you!

  - Meaning (I accuse you of being a "squealer," unfaithful to me.)

. Write on chalkboard:

The dictionary meaning is denotative; the feeling of a word or suggested meaning is connotative.

- Can you tell the difference between:
  fat and buxom
  broad-beamed and chubby
  stout and plump
  lubricated and oily
  apartment and flat
  king and husband to queen
  eager and greedy
  father and papa
  grasp and clutch
  impulsive and rash

- If you can see no difference, you have offended at least two people today.

- If you can see the difference you are on your way to the diplomatic corps or certainly to a more vivid, concise, and clear writing style.

SUMMARY

. Write on chalkboard:

Tone is the use of words to indicate the author's attitude toward his subject and audience. Tone can be earnest or facetious
happy or melancholic
serious or ironic

. Distribute copies of "Love Song" by Samuel Hoffenstein and "Little Rock Arkansas 1957" by Isabella Gardner.

. Read poems to class.

- Compare/contrast tone established in each of these poems.

- Underline clue words that help establish the tone and support the theme/idea.

- What is tone of "Love Song"? (humorous, satirical)

- How is it achieved? (repetition of word "little;" suprise ending achieved through connotative use of word "little")

- What is the theme? (Poet expresses his sarcastic attitude toward an object of affection who has proven unworthy.)

- What is the tone of "Little Rock Arkansas 1957"?
(serious, war-like, challenging, strong)

- How is tone achieved? (Vocabulary related to war/battle, harsh sounds, use of alliteration, metaphor: "politely polished," "bucklers, bodies," "carefully calculated," "books, blasts," "break not bend," "killing looks," "valor iron in ironed clothes.")

- What is theme of "Little Rock Arkansas 1957"?
(Black children who were going to an integrated school for the first time were like soldiers going to battle.)

. Refer to previous day's assignment.

- How does the tone make the message of the author more effective? (use of vocabulary and imagery)

ASSIGNMENT

- Read: "The Fifty-first Dragon" by Heywood Broun

- Respond to the following questions in clear declarative sentences:

  Explain the meaning of the title "The Fifty-first Dragon."
  How is Gawaine affected by the news that the principal's "magic word" was a fake? Why?

- Pretend that you are Gawaine!
  Write a page in your diary on the night before you go out to find your fifty-first dragon.

Worksheet 4

Little Rock Arkansas 1957

dedicated to the nine children

Clasping like bucklers to their bodies, books,
nine children move through blasts of killing looks.
Committed to this battle each child dares,
deliberately, the fusillades of jeers.
Their valor iron in their ironed clothes
they walk politely in their polished shoes
down ambushed halls to classrooms sown with mines
to learn their lesson. Obviously nine's
a carefully calculated number, odd
not even, a suave size that can be add-
ed to, discreetly, later, or culled now
should one child break not bend, or fail to bow
sufficiently his bloody head....a rule
to heed, child, be you black and going to school.

Isabella Gardner

"Little Rock Arkansas 1957" by Isabella Gardner, from *West of Childhood: Poems 1950-1965* by Isabella Gardner, distributed by Small Press Distribution.

Lesson 7

AIM How does symbolism support the theme of the narrative essay "The Fifty-first Deagon," by Heywood Broun?

PERFORMANCE OBJECTIVES Students will be able to:

. identify the theme of the narrative essay "The Fifty-first Dragon" by means of an analysis of the symbolism of the fifty-first dragon.

MOTIVATION

- Has anyone heard the story of Dumbo, the baby elephant? (He believed that a feather helped him to fly. He dropped it, began to fall, summoned up courage and flew without it.)

- Do any of you carry a rabbit's foot, a charm? Why? (brings good luck)

- Do they work? (We don't know but they give us confidence.)

DEVELOPMENT

- In "The Fifty-first Dragon" Gawaine had a magic word. What is its significance? (It brought him good luck; it gave him confidence.)

- Why did he feel distressed by the truth about the word "Rumplesnitz"? (Not mature enough to cope by himself; he needed a crutch)

. Have students respond from previous day's assignment.

- What did the fifty-first dragon represent? (fear, lack of confidence, above all--immaturity)

- What is the theme--not the story--but the idea, the message? (We all face our own dragons/fears and need support to overcome them.)

- Write a short, pithy sentence stating some general philosophical or practical observation you can make from this essay. (Aphorism: artificial gimmicks do not really help; we must grow to be mature in spirit and mind in order to slay our fears, insecurities, or dragons.)

- Have students write several examples on board.

. Ask student to select the best one.

- What is the tone of the essay? (satirical, humorous)

- Support your answer by using specific examples from the essay. (The name, Gawaine Le Coeur-Hardy is a mixture of modern and ancient times, tongue-in-cheek/incongruous references: "refund of tuition," "expulsion," "a murrain on thee," "cigarette--battle ax," "dragon sunning himself," "you're nobody, you could be more invisible than that dragon," "Gawaine's conversation with dragon."

SUMMARY

- What new element is added? (Humor)

- Does Heywood Broun mean for us to laugh and turn away? (No! He wants us to identify with Gawaine.)

- Write a brief paragraph about one of the dragons in your life either now or in the past. Consider the following question as you write:

. Place on board: Do you have a "rumplesnitz" in your life to help you slay this dragon?

- How does the complex nature of adolescence become clearer after reading this essay?

. Have students share personal reflections.

ASSIGNMENT

- Read: "Nobel Peace Prize Acceptance Speech" by William Faulkner. Research and record information about the Nobel Peace Prize.

As you read, consider: What feelings does Faulkner have about the future of man?

Lesson 8

AIM What is the message in the formal expository essay "The Nobel Peace Prize Acceptance Speech," and how does William Faulkner achieve its impact?

PERFORMANCE OBJECTIVES Students will be able to:

. identify the ethical values expressed by Faulkner through an analysis of the content of the essay.

. analyze the style to determine the means by which the message is communicated.

MOTIVATION

. Invite students to come to the chalkboard and write one fact they located about the Nobel Peace Prize. Students should be able to fill at least two boards. (Alfred B. Nobel invented dynamite in 1867--became one of the world's richest men. Conscience bothered him at thought of use of dynamite in war. Established fund of $9 million. Interest to be used to award five valuable prizes for valuable contributions to good of humanity.

1. physics
2. chemistry
3. medicine
4. literary
5. work of idealistic nature)

DEVELOPMENT

- Why is this essay an appropriate acceptance speech on the occasion of winning the prize for literature? (It stresses human values: love, honor, pity, pride, compassion, sacrifice, but not fear.)

- What is Faulkner's message that poor Gawaine should have taken to heart? (Faith in the bewildered world and in ourselves is the path. We cannot "endure" much less "prevail" with fear in our hearts.)

- In this a formal or informal essay? (formal)

- Describe its tone. (serious, logical, deals with important problems)

. Use references from text.

- How does Faulkner build each paragraph like an archway, with the keystone theme at its peak? (The architectural term "keystone" may need an explanation.) (paragraph one: acceptance in the name of the work which was intended to create something new out of human spirit; paragraph two: problem of the world today; paragraph three: purpose of "writing"; paragraph four: message of optomism)

SUMMARY

- Choose words from text that state main theme. ("not merely to endure but to prevail.")

ASSIGNMENT

- Read: "The First Citizens of the Atomic Age" by Norman Cousins.
- Compare/contrast the message with that stated by William Faulkner.

Lesson 9

AIM How can we describe the relationship between attitudes expressed by Norman Cousins and William Faulkner in their essays "The First Citizens of the Atomic Age" and "Nobel Peace Prize Acceptance Speech"?

PERFORMANCE OBJECTIVES Students will be able to:

. compare themes of two essays as they relate to the humanity of men/women.

MOTIVATION

. Place on board: "The proper study of mankind is man."

- Alexander Pope, a fine poet and essayist, said these words.

- After reading the essay "The First Citizens of the Atomic Age," do you believe that Pope was correct? (Yes, it is man/woman who must make decisions in a logical, true way. Therefore, it is necessary to examine man's/woman's behavior, statements in order to understand ourselves.) Why? Why not?

DEVELOPMENT

- Why had people come back to Hiroshima? (They had the will to live, the will to hope.)

. Refer to text.

- The answer you found was that there are deeper resources of courage and regeneration in human beings than any philosophers had dared to dream.

- Why did Major Sheizo Hamai of Hiroshima consider the city an exhibit for peace? (It demonstrated the horrors of the atom bomb.)

- What are the meanings of the key words: survive, endure, prevail?

. Have students place dictionary meanings on board.

. Have students refer to text.

- Explain statement:

"It is not survival but the condition of man that is the problem." (Bare minimal existence is not enough; it is the quality of the human condition that is important.)

- Explain the statement: "thrill in the hearts of millions of people." (hope for the future)

- Write a sentence that explains the theme. (The essay is an eloquent statement of faith in people.)

SUMMARY

- Compare/contrast the essays of Cousins and Faulkner. (Faulkner expresses optimism; Cousins expresses faith.)

- How do these essays qualify as personal essays? (They are both expressions of strong personal views/convictions.)

Enrichment: Read Hiroshima by John Hersey and Fate of the Earth by Jonathan Schell.

Write a personal essay entitled "Update, Nuclear Power," based upon your readings.

ASSIGNMENT

- Read "Mary White" by William Allen White.

As you read, consider: What feelings toward Mary White are expressed by the poet?

Lesson 10

AIM How does William Allen White use language to express his emotions, specifically as they refer to the death of his daughter?

PERFORMANCE OBJECTIVES Students will be able to:

. identify with the character of Mary White and empathize with William Allen White at the death of his daughter through an analysis of the personal character essay "Mary White."

MATERIALS

Duplicate copies of student worksheet "Elegy for Jane."

MOTIVATION

- Has anyone experienced the loss of someone close--a friend, a relative, a parent?

- How did you make note of his/her passing? (Contribution of flowers, of money; commemoration with candles, mourning period)

- What do all of these have in common? (They may fade and disappear.)

- Why do you think William Allen White wrote this essay, his most famous editorial, on the day of his daughter's funeral?
(Need to express grief through the medium he knew best--language; provide a permanent memorial; keep her alive.)

- What was your response after reading the essay? (Feelings of regret and sadness; understanding of Mary White as human being)

- What do we learn about Mary White?

. Have students use the text. (good rider, sick as a child, "she was the happiest thing in the world," friendly, "loved to rollick;" humor, "bubble of joy," imaginative, "think in hyperbole and metaphor")

- What is special about the language used in the essay?

. Review "imagery": see poetry unit* (alliteration: "mischievous without malice"; simile: "as full of faults as an old shoe," loved to read as well as be out-of-doors; artistic, loved nature, "loved people," "jests keen"; concerned, true, religious spirit; "Peter Pan.")

- How does the description of the funeral suit the description of Mary White? (Descriptive language captures Mary's democratic spirit.)

* Division of Curriculum and Instruction, Teaching Literature, Grade 9: The Communication Arts: Poetry (New York: Board of Education of the City of New York, 1984)

SUMMARY

- The closing paragraph is a summary of Mary White's personality.

. Read closing paragraph to class.

- Would you have chosen her to be your best friend? Why? Why not?

Enrichment: Read Roethke's poem "Elegy for Jane."

Compare and contrast Roethke's expression of grief over the loss of his student with White's loss of his daughter.

Worksheet 5

Elegy For Jane

My Student, Thrown by a Horse

I remember the neckcurls, limp and damp as tendrils;
And her quick look, a sidelong pickerel smile;
and how, once startled into talk, the light syllables leaped for her,
And she balanced in the delight of her thought,
A wren, happy, tail into the wind,
Her song trembling the twigs and small branches,
The shade sang with her;
The leaves, their whispers turned to kissing;
And the mold sang in the bleached valleys under the rose;

Oh, when she was sad, she cast herself down into such a pure depth,
Even a father could not find her;
Scraping her cheek against straw;
Stirring the clearest water;

My sparrow, you are not here,
Waiting like a fern, making a spiny shadow;
The sides of wet stones cannot console, me,
Nor the moss, wound with the last light,

If only I could nudge you from this sleep,
My maimed darling, my skittery pigeon,
Over this damp grave I speak the words of my love;
I, with no rights in this matter,
Neither father nor lover.

--- Theodore Roethke

"Elegy for Jane," copyright © 1950 by Theodore Roethke from *The Collected Poems of Theodore Roethke* by Theodore Roethke. Reprinted by permission of Doubleday and Co., Inc. Contract forthcoming.

APPENDIX

Vocabulary

- Word lists form an essential element in a vocabulary development program if the words derive from the literature studied in class. This vocabulary should be taught in context, sequentially, and in organized fashion.

  The study of prefixes, roots, and suffixes helps decode unfamiliar words. Word study should be taught functionally, not from disembodied lists, and should derive from illustrative literature discussed in class and words used in written and oral communication!*

Vocabulary

"Three Days to See"
- Helen Keller

the constant panorama of more days and months and years to come.
the epicurean motto of "Eat, Drink, and be Merry"...
people would be chastened...
in buoyant health...
the manifold blessings...
the kaleidoscope of the ages...
to probe into the soul of man...
one admonition to those...

"Joey: 'A Mechanical Boy'"
- Bruno Bettelheim

actions that are intrinsically human
inner world of delusion and fantasy
state of infantile autism
to a most inept infant
our maids inured to difficult children
coupled with megalomaniacal superiority
a colicky baby
become remote and inaccessible
to us Joey's pathological behavior
and replenish the electricity
doctor dealt with his peripheral problems
they frustrated his will
obeyed inhibitory laws

* A Scope and Sequence Grades 9 - 12, New York City Public Schools Division of High Schools, September 1983, p. 5.16 C-12

"The Fifty-first Dragon"
-Heywood Broun

no remedy but expulsion
by breathing around indiscriminately
a deceptive display of ferocity
"a murrain on thee!"...
resuming the thread of his discourse
close to a relapse into his old habit...
his mind was sluggish
of some such quip
in a literal sense

"The Nobel Prize Acceptance Speech"
- William Faulkner

part of it commensurate with the purpose
and significance of its origin
as a pinnacle
anguish and travail
so long sustained
the old verities and truths of the heart
is ephemeral and doomed
without pity or compassion
he will endure
endure and prevail

"The First Citizens of the Atomic Age"
- Norman Cousins

I found rehabilitation
I found rejuvenation
a good vantage view
hurry-up improvised quality
much more intense than lightning
deeper resources of courage and regeneration
lettered floors
food was adequate
hope of averting war

"Mary White"
- William Allen White

climbed into her khakis
the horse veered quickly
she loved to rollick
persiflage was her natural expression at home
to think in hyperbole and metaphor
the most impious creature
slow, poignant movement from Beethoven's "Moonlight Sonata"
fervent soul of her

Thematic Organization of Essays

From the earliest classical era, literature has been a vehicle for the exploration of values. The works chosen by teachers and students serve to provide concrete details/data that clarify and illuminate these abstract ideas. They develop the skill of critical thinking, and are particularly successful in the ninth grade when clustered under the rubric of a thematic approach.

Essays that deal with humankind's expression of its ideas abound. The following is a list of some suitable essays arranged in categories of areas of interest. Many may fall within several categories.[6]

[6]Harold Levine, Review Text in Comprehensive English. (New York: Amsco School Publications 1962) pp. 252-284

Ethics and Human Relations

Eric Johnston	"A Warning To Labor and Management"
Edward M. Forster	"Tolerance"
John Galsworthy	"Holiday"
Jan Struther	"One of the Best"
Henry D. Thoreau	"Where I Lived and What I Lived For"

The Lighter Side

James Thurber	"The Night the Bed Fell"
Stephen Leacock	"A,B, and C--The Human Element in Mathematics"
Charles Lamb	"A Dissertation Upon Roast Pig"
Robert Benchley	"Chip Off the Old Benchley"
James Thurber	"The Macbeth Murder Mystery"

Other Ways, Other Peoples, Other Places

Ruth Benedict	Patterns of Culture
Roy Chapman Andrews	Heart of Asia
John Gunther	Inside Europe Today
Christopher Morley	Ingo
William O. Douglas	Strange Lands and Friendly People

Progress: Curse or Blessing

Vance O. Packard	The Hidden Persuaders
Walter Lippman	The Rivalry of Nations
William Faulkner	"Nobel Prize Acceptance Speech"
Norman Cousins	"The First Citizens of the Atomic Age"
Rachel Carson	The Sea Around Us
Jonathan Schell	The Fate of the Earth

History Made Alive

Washington Irving	The Alhambra
William H. Hudson	"The Plains of Patagonia"
Antoine de Saint-Exupery	"Flight to Arras"
Joseph Addison	"Sir Roger de Coverley in Church"
Jonathan Swift	"A Modest Proposal"

The American Way and the American Scene

Alistair Cooke	"On Discovering the United States"
Carl Sandburg	"A Lincoln Preface"
Clyde R. Miller	"How to Detect and Analyze Propaganda"
Frank Sullivan	"A Garland of Ibids for Van Wyck Brooks"

Escape, Adventure, Mystery, Suspense

H.M. Tomlinson	"The Sea and the Jungle"
Elbert Hubbard	"A Message to Garcia"
Heywood Broun	"The Fifty-first Dragon"
Gilbert K. Chesterton	"On Running After One's Hat"

Occupations, Sports, Hobbies

Paul Gallico	"Farewell to Sports"
Lincoln Steffens	"I Get A Colt To Break In"
Robert F. Kelley	"For a Fierce Game, There's Hockey"
John R. Tunis	"The Great Sports Myth"
Stewart Edward White	"The Cabin"

People vs. Environment

Louis Adamic	"The Making of Americans"
Mark Twain	"Personal Recollections of Joan of Arc"
Charles Lamb	"Dream Children: A Reverie"
Robert Louis Stevenson	"An Apology for Idlers"
Ralph Waldo Emerson	"Self-Reliance"

Idealism

Helen Keller	"Three Days to See"
Christopher Morley	"What Men Live By"
G.K. Chesterton	"A Piece of Chalk"
Theodore Roosevelt	"Character and Success"
Francis Bacon	"Of Truth"

There are many other essays and categories that may be determined by the interest and needs of teachers and students. For additional suggestions, the teacher is advised to consult reading lists that are offered on each grade level of A Scope and Sequence, Grades 9-12.

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